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ABSTRACT

This literature review on job satisfaction of academic librarians is divided into two sections. The first section deals with the conceptual framework which includes two theoretical approaches to job satisfaction. These theories include Maslow's Needs Hierarchy Theory and Herzberg's Two-Factor (Motivation/Hygiene) Theory. Criticisms of these theories are also discussed. These content theories attempted to determine factors contributing to the satisfaction/dissatisfaction of an individual. Literature on job satisfaction among university faculty and school teachers is also reviewed, since this literature is assumed to be analogous because of the identical job characteristics of faculty and teaching responsibilities. The second section reviews available literature regarding job satisfaction in general, and specifically factors related to job satisfaction of academic librarians. In addition, demographic variables and their relation to job satisfaction, particularly academic librarians is reviewed. A five-page reference list is included. (ABL)

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JOB SATISFACTION OF ACADEMIC LIBRARIANS: A REVIEW OF LITERATURE

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JOB SATISFACTION OF ACADEMIC LIBRARIANS: A REVIEW OF LITERATURE

INTRODUCTION

The review of related literature is divided into two sections. The first section deals with the conceptual framework which includes two theoretical approaches to job satisfaction: Needs Hierarchy Theory, and Two-Factor Theory. The second section contains a review of research findings which is in turn composed of two sections: factors of job satisfaction and demographic variables related to job satisfaction.

However, due to the fact that literature regarding job satisfaction of academic librarians is not complete enough to constitute a review of literature for this paper, the author intends to refer to literature of job satisfaction among university faculty and school teachers. This literature is assumed to be analogous since identical job characteristics (faculty and teaching responsibilities, etc.) exist between these seperate populations. In addition, other studies in business and industry have been used to report job satisfaction among employees and will also be referred to in this paper.

JOB SATISFACTION

The term "satisfaction" has been defined by many behavioral scientists in different psychological aspects. Rosen and Rosen (1955) viewed "job satisfaction as a consequence of the discrepancy between percepts and value standards". Locke (1969, p. 316) defined job satisfaction "as a pleasurable or positive emotional state resulting from the appraisal on one's job as achieving or facilitating the

achievement of one's job values." Smith, Kendall, and Hullin (1969, p. 6) in reviewing research in regard to the definition of job satisfaction reported that, "job satisfactions are feelings or affective responses to facets of an institution." Lawler (1973) defines two distinct satisfactions: (1) a job facet satisfaction or a satisfaction with a particular facet of one's job, and (2) an overall satisfaction or a satisfaction with all facets of a job. Finally, according to Rambo (1982, p. 210)

> job satisfaction is evident to the extent that an employee perceives a job being the source of a positive feeling. These perceptions may include past, present, and anticipated experiences; employee's individual time frames determine the span of events that are included in their perceptions of the job.

NEEDS HIERARCHY THEORY

One of the earliest theories of job satisfaction is Maslow's Need Hierarchy Theory (Maslow, 1943). According to this theory, human beings possess a series of complex sets of needs that must be met for an individual to be satisfied with his job. These can be grouped into five basic and fundamental needs. These needs are:

1. Physiological needs: These are the lowest level of human needs and include the need for food and water, shelter, sex, and other bodily needs.

2. Safety: Includes protection against bodily harm and danger as well as other physical and emotional harm.

3. Love: Includes a science of belonging, affection, and acceptance.

4. Esteem: Includes self-respect, autonomy, sense of achievement, recognition, and prestige.

5. Self-actualization: Includes the need to reach the full potential. It also includes continued self-development, and self-fulfillment.

These needs are arranged in a hierarchy of importance,

with the physiological needs at the lowest, and self actualization at the highest. The higher order needs cannot act as satisfiers until the lower ones are met. Theneed for love, for example, can not produce satisfaction until physiological and safety needs are met. The theory also proposes that as one level of needs is satisfied fairly well it ceases to motivate and the higher level needs come into focus. This does not, however, mean "that a need must be satisfied 100 per cent before the next need emerges. In actual fact, most members of our society who are normal, are partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time" (Maslow, 1943, p. 388).

In line with Maslow's Hierarchy of Needs Theory, Wahba (1975) administered the need satisfaction questionaire to 202 men and women librarians from 23 college and university libraries. Both groups reporeted the same importance to security, social, and self needs; but women were more dissatisfied with security, esteem, autonomy, and self actualization. Social needs and satisfaction were similar for both groups. The results of this study are in contrast with what Plate and Stone (1974, p. 98) reported in their study. They concluded that, "it would be safe to say that in the industrialized countries of the world today, most of the lower-order needs have been met for most people, and we are now concerned with needs at the higher levels (love, esteem, and self-actualization), and it is at this point that man is motivated to fulfill those needs which have to do with the mind and spirit. These needs are essentially limitless and can be met both on and off the job." In spite of the forementioned statement by Plate and Stone the above study by Whaba revealed that there are still some professionals like librarians, who are concerned with their lower level needs in conjunction with Maslow's Hierarchy of Needs.

Despite its wide recognition, particularly among practicing managers, Maslow's Need Hierarchy Theory, has received little empirical support. Wahba and Bridwell (1976)

in their review of literature on this theory, concluded that available research does not provide unconditional support for implications of needs hierarchy theory. They also found little support for the proposition that fulfillment of one level of needs activates the next higher level of needs. Studies also indicate that size of the organization, cultural background of the employee, person's age or race, and the job a person performs in the organization make a difference in the relative importance of each level of needs and how they are fulfilled (Hellriegel, Slocum, and Woodman, 1983).

TWO FACTOR THEORY

The Two-Factor Theory originated from the study of Herzberg and his associates (1959). They first conducted a series of interviews with 200 engineers and accountants employed in the Pittsburgh area. The subjects were asked to first try to describe an event or time when they felt especially satisfied with their jobs. Then they were asked again to describe an event or time when they felt particularly bad or dissatisfied with their jobs. Analysis of the resuslts revealed two groups of factors which the researchers labeled as "motivators" and "hygiene" factors.

Motivators, according to Herzberg et. al. (1959), all factors or aspects of a job that contribute to employees' job satisfaction. However, the opposite is not dissatisfaction. Absence of hygiene factors, on the other hand, cause dissatisfaction while their presence does not lead to satisfaction. In other words, motivators and hygiene factors are on two seperate continua. As opposed to the more traditional views where satisfaction and dissatisfaction were perceived to be on the opposite ends of the same continuum, the Two Factor Theory proposes a dual continua. As such, the opposite of "satisfaction" is "no dissatisfaction."

Factors associated with job attitudes reported as a result of twelve investigations conducted by Herzberg (1968, p.57) are:

HYGIENE FACTORS

-company policy and administration
-supervision
-relationship with supervisor
-work conditions
-salary
-relationship with peers
-personal life
-relationship with subordinates
-status
-security

MOTIVATORS

-achievement
-recognition
-work itself
-responsibility
-advancement
-growth

As can be seen from the above list, hygiene factors describe employees' relationship to their work environment. Forthe same reason they are also called "extrinsic," "maintenance," or "content" factors. Motivators, on the other hand, are associated with the job itself, and are also labeled as "intrinsic," "satisfiers," and "content" factors.

On the two content theories presented here, Maslow's Need Hierarchy has been studied very little. Herzberg's Two-Factor Theory, on the other hand, has engendered a great deal of thought, controversy, and research. Much research has been designed to test this theory. The results, however, are inconclusive. Resarchers and practitioners have become quite skeptical of the notion that certain factors are capable of affecting
only job satisfaction, while only alimited number of other factors are capable of affecting motivation or performance. There is much evidence that money is capable of energizing and directing a wide variety of human behavior, largely because it can be used to satisfy a wide variety of human needs (Schneider and Loke, 1971).

A further problem with this theory according to Rosenbaum is that it is too simplistic, it overlooks individual differences. To say that people at work are capable of being motivated only by achievement, recognition, advancement, responsibility, growth, and the job itself is to ignore the wide range of individual differences which are found in any organization. While "motivators" may be very rewarding to many people, there are, many others who, because of their experience or state, respond strongly to improvement in "hygiene" factors such as money, status, and working conditions (1982).

Dunnette, Campbell, and Hakel (1967, p.173) have brought forward the most negative summary of the evidence against the Two-Factor Theory. According to them:

> It seems that the evidence is now sufficient to lay the two-factor theory to rest, and we hope that it may be buried peaceably. We believe that it is important that this be done so that researchers will address themselves to studying the full complexities of human motivation, rather than continuing to allow the direction of motivational research on actual administrative decisions dictated by the seductive simplicity of two-factor theory.

This criticism has been rejected by a majority of researchers. Sergiovanni (1967), in a study of 71 teachers, found strong support for the theory. In general, there are those who reject the validity of this theory (Young and Davis, 1983; Graen, 1968; Medwed, 1971), and there are those who accept it in its totality (Burr, 1980; Holdaway, 1978). Another group of researchers has found mixed results in their testing of the Two-Factor Theory (Cohen, 1974; Schmidt, 1976). The two above paragraphs have been borrowed from Jahanshahi (1985).

In line with Herzberg's Two-Factor Theory, Plate and Stone (1974 p.97) attempted to apply that theory to cross-section of participating librarians. .Two groups of librarians, on American and the other Canadian, provided the data for this study. The results correspond to those of Herzberg and indicate that (1)

"the factors involved in producing job satisfaction (and motivation) are distinct and different from the factors that lead to job dissatisfaction and (2) factors producing job satisfaction are concerned primarily with the actual job content. The reasons for dissatisfaction (or hygiene factors) deal primarily with factors relating to the context in which the job is done - the job environment". Maslow's Hierarchy of Needs, and Herzberg's Two-Factor Theory have had a measurable effect on the interest and concern for job satisfaction throughout the world. It is the purpose ofremainder of this paper to review the literature in job satisfaction as it relates to librarians, and university librarians in particular.

FACTORS RELATED TO JOB SATISFACTION

Both the context and the content of the job are capable of causing both satisfaction and dissatisfaction. However, according to Gruneberg (1979), context factors are less important than content factors.

Herzberg et. al. (1957), examining the results of 16 studies, found that supervision was ranked sixth in importance after the factors of security, opportunity for advancement, company policy and management wage, and intristic aspects of jobs. In one study of job satisfaction of accountants and engineers, Hserzberg et. al. (1959, p. 115) found that supervision was the most important.

> The negligible role which interpersonal relation ships play in our data tallies poorly with the assumption basic to most human-relation training programs that the way in which a supervisor gets along with his people is the single most important determinant of morale.

The importance of supervision will varies from situation to situation and from time to time (Gruneberg, 1979). Possible changes include, for example, methods of supervision and supervisory behavior. In another study D'Elia (1979) found the supervision-human relations are the most highly correlated with the general satisfaction of beginner librarians. He concluded that there is a positive relationship between job satisfaction

and job environment which is characterized by both good supervision and the presence of factors related to mastery of the job itself. He continued that, the data indicate that not only is a good supervisory climate satisfying in itself, but that it appears to be a necessary precondition for librarians to experience satisfaction with the characteristics related to mastery of the job itself. Supervision was an area of concern of academic librarians in the Vaughn and Dunn, (1974) study regarding job satisfaction in six university libraries. According to the authors, no one library scored consistently high or low on all dimensions of satisfaction (pay, promotion, work, people and supervision). In general,supervision was marked as an important factor contributing to the satisfaction of academic librarians.

Morse (1953) studied satisfaction in white-collar jobs. The purpose of her research was to study the relationship of variables to employee satisfaction. Her findings indicated that there was a positive relationship between an individual's promotional opportunities and satisfaction. She also found a negative relationship between worker's rating of importance of promotion and satisfaction with promotional opportunities.

Gruneberg, Startup, and Tapsfield (1974), conducting a study of satisfaction of university teachers, found that the promotional procedure was the job factor with which they were least satisfied. This finding supported by the study of Nicholson and Miljus (1972) who investigated job satisfaction and turnover among Liberal Art College Professors.

Chew (1978) reported that advancement in job or promotional opportunities are correlated with the general satisfaction of university catalogers in university libraries. Studies by Vaughn (1972) also support the notion that promotional opportunities could be important factors which contribute to satisfaction/dissatisfaction of university library employees (non professionals). For his investigation he adopted the Job Descriptive Index (JDI) and examined the job satisfaction of the university library employees in terms of

undergraduate major, age, tenure, location of the job in the library, and the level of the position occupied, among many other variables. He concluded the lack of promotion potential was the next greatest cause of dissatisfaction.

The Needs Hierarchy of Maslow (1943) indicates that the need for social interaction with others is one of the lower basic needs of human beings. One study by Van Zelst (1952) showed that as social satisfaction of individuals increased their job satisfaction increased.

Murnane and Phillips (1977) founded a U-shaped relationship (nonlinear relationship) between school size and satisfaction with colleagues for elementary teachers. Teachers in schools with approximately 650 students were least satisfied with their colleagues; teachers in schools with either fewer or more students were more satisfied.

Chew (1978) conducted a study to compare job satisfaction of catalogers and reference librarians in university libraries. This study was designed to determine wether reference librarians are more satisfied with their jobs than catalogers in university environments. The result of the study indicated that catalogers were significantly less satisfied than reference librarians in regards to the social service aspect of their job. The lack of direct personal contact with the public in performing duties of catalogers could explain this significantly lower level of satisfaction.

The amount of pay is an important job factor in considering job satisfaction. Herzberg et. al. (1978) list pay as potential dissatisfier. A study by Jurgensen (1978) shows that there is little relationship between pay and satisfaction. Jurgensen conducted a study of 57,000 applicants of the Minneapolis Gas Company. Applicants were asked to rank the top 10 job factors in order of importance. Pay came sixth. Lawler (1971), in reviewing literature, found that pay was the job factor with which most employees expressed

dissatisfaction, although pay was rated third in rank by average importance.

In almost all of the studies which have been conducted on job satisfaction of professional librarians, salary plays the most important role for satisfaction of professional librarians. Vaughn (1972) reported pay was the greatest source of dissatisfaction among the university library employees in his investigation. Vaughn and Dunn (1974) in their study regarding job satisfaction in six university libraries, also found pay was an important factor which contributes to the satisfaction of academic librarians. Chew (1978) in his study concluded that income is significantly correlated with general satisfaction of academic (cataloger vs reference) librarians. Job involvement is one of the important factors which affects individuals' satisfaction: "The greater the job involvement, the greater will be either job satisfaction or job dissatisfaction" (Gruneberg, 1979, p. 47). Schwyhart and Smith (1972) in conducting a study of middle managers found a relationship between job involvement and job satisfaction. Hall, Schneider and Nygren (1970) found a statistically significant correlation between job involvement and satisfaction of needs for self-fulfillment and autonomy.

One of the aspects of job involvement which has a positive effect on job satisfaction is participation in decision making (Sadler, 1970). Belasco and Alutto (1972) found that decisional participation is a major factor which influences teacher's satisfaction.

Martell and Untawale (1983, p. 339) recently studied work enrichment of academic librarians. They stated that, "librarians talk of boredom. Work doesn't have the same meaning for some that it did at the first. They lack challenge. They lack a sense of commitment. Change has frequently brought new tasks but not new roles". They continued that some library employees feel that the quality of their work life is unsatisfactory. Furthermore, despite forms of participation, they are not usually involved in the big

decision such as the decision to introduce a computer system into the work place or, how jobs will be changed. Finally they concluded that job enlargement and job enrichment contribute to the satisfaction of librarians in academic libraries.

Organization size seems to be related to job satisfaction, but Porter (1963) pointed out that there was no relationship between satisfaction and the size of the organization among business executives. However, research in education by Abramowitz (1976) found that teachers were more satisfied with mini-school size, while Brawn (1972) found that principals of small schools recieved less satisfaction from their position.

Jahanshahi (1985) conducted a study of 175 academic administrators in community college and universities using Job Descriptive Index (JDI) and the concept of orgazational climate as questionaires in measuring job satisfaction. He revealed that there is a relationship between size of institution and job satisfaction of administrators in community colleges and universities.

DEMOGRAPHIC VARIABLE

Researchers have found that demographic variables such as age, sex, education level affect job satisfaction of individuals.

Herzberg and associates conducted a study on the relationship between job satisfaction and age. The general finding reported by Herzberg at. al. (1975) reveals that job satisfaction begins high, declines, and then starts to improve with increasing age. The general finding also reported by Quinn, et. al. (1974 p.11) "Younger workers are significantly more dissatisfied with their jobs. They are also more dissatisfied with the financial rewards and the challenges their jobs provide. A recent study by Glenn, Taylor, and Weaver (1977) indicates that female job satisfaction also increases with increased age. However, it should be pointed out that some

other researchers, like Hunt and Saul (1975), failed to find any relationship between job satisfaction and age for female workers.

Sweeney's (1981) findings support the notion that teacher's satisfaction appeared to increase with age. Jahanshahi (1985) also found a positive relationship between the age of community college and university administrators and their satisfaction. Vaughn and Dunn (1974, p. 166) in a study of job satisfaction in six university libraries pointed out that "age seems to have a predictable influence upon job satisfaction. Generally the young are more dissatisfied than the old". However, in the field of librarianship no furtherinformation is available to support the notion that there is a relationship between age and job satisfaction.

SEX

The conclusion of investigations on the relationship between sex and job satisfaction are still inconsistent. For instance, Cole (1940) concluded that women tended to be less satisfied than men. Later, findings by Stockford and Kunze (1950) did not support the result of Cole's study. Smith and Hulin (1964) found that females were significantly less satisfied than male workers. Again Golumbiewski (1977) reported that data could not lead to the conclusion that satisfaction of males and females differed significantly. This result was confirmed by the study of Weaver (1977).

"The need to compare the satisfaction of men and women is crucial in librarianship due to the fact that both sexes are heavily represented in the profession" (Wahba, 1975, p. 46). In her study she measured job satisfaction in relation to the individual's need system and degree of need satisfaction recieved from the job. In general, her findings support the notion that there are some differences between men and women librarians with regard to need fulfillment, need deficiency, and the perceived importance of needs. Women express significantly lower levels of fulfillment than men in the esteem and autonomy needs. Men and women showed similar levels

of fulfillment in lower-order needs, that is, social and security needs. From the point of need defficiency, women indicated larger deficiency needs in all categories except for the social need, which was similar for both men and women (Wahba, 1975). Another study conducted by D'Elia (1979) to investigate the determinants of job satisfaction among beginning librarians, revealed that there were no differences in the degree of job satisfaction experienced by male and female librarians. These findings contradict Wahba's conclusion that female librarians are more dissatisfied than male librarians.

Continuing the review of literature regarding correlationbetween sex and job satisfaction, Gruneberg (1979) stated that, job satisfaction depends on the extent to which the job is able to provide employees with what he wants. Changing promotional opportunities and job level are unlikely to affect females. Job satisfaction, if it does not result in changes, is what females want from their jobs. For women who work for social reasons, for instance, making a job more demanding might mean less opportunity for the kind of social contact they find rewarding. However, the inconsistencies in findings on sex and job satisfaction may be due to a variety of factors. Gruneberg (1979) argued that males and females are likely different in job level, promotion prospects, pay and so on, in the same organization. In different occupations, they may differ in the extent to which the same job satisfies their needs. He concluded that a job high on social satisfaction but low on skill utilization and career prospects may result in higher job satisfaction for females than for males; where as in occupations allowing little hope for relationships, the differences on satisfaction might be in the opposite direction.

A recent study which was done regarding the differences between the job satisfaction of males and females, reported in general, no observable differences in overall job satisfaction of males or females, but they found the following factors which are important to note:

1. Dissatisfaction with pay was significantly greater among women.

2. Dissatisfaction with travel was significantly greater in men.

3. Notion that females are primarily concerned about pay and less concerned about advancement and skill utilization are not supported (More, 1982).

However, Gruneberg (1979, p. 95) stated that, "it is important to take care when making generalizations on the basis of present research findings. Some researchers have argued that females are less appropriate occupants of managerial positions because of their different work attitudes. In view ofinconsistency of present research, of changes in social values associated with women working, and of large individual differences in work values, such an attitude is unwarranted".

EDUCATION

The relationship between the level of education and job satisfaction was found in the research of Vollmer and Kinney (1955). Their results indicated that more college educated employees reported dissatisfaction with their jobs than high-school educated employees. Another study which has a similar result was the study of Klein and Maher(1966) who used first-level managers in an electronics manufacturing firm as their population. They found that non-college educated managers were more satisfied with pay than college educated managers. Quin et. al. (1975) found results different than previous researchers. They conducted a national survey using industry and business employees. The findings of their study that individuals with college degrees were more satisfied with their jobs than other workers. Additional findings of Barber (1980) indicated that posessing an academic degree was not found to be statistically significant with regard to the level of satisfaction of elementary and secondary teachers.

Vaughn and Dunn (1974), p. 166) in their survey, a study of job satisfaction in six university libraries, stated that, "it is important to catalog other characteristics of each

respondent such as level in organizational hierarchy, sex, salary and educational background". However, there is no further information available in the field of librarianship.

SUMMARY

An overview of different theories of job satisfaction was presented in this paper. Content theories of job satisfaction included Maslow's Need Hierarchy and Herzberg's Two-FactorTheory, and some criticisms of these theories were discussed.

Content theories attempted to determine factors contributing to the satisfaction/dissatisfaction of an individual. Two major theories were presented in the following manner; First Maslow's Hierarchy of Needs Theory and second, Herzberg's Motivation - Hygiene theory.

The second part of this paper was reviewed of available literature regarding correlated of job satisfaction in general, and specifically factors related to job satisfaction of academic librarians. In addition, demographic variables and their relation to the job satisfaction in general, particularly academic librarians, were discussed.

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